

**Haut Gap Middle**  
1861 Bohicket Road  
John's Island, SC 29455

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	316 Students	
<b>Principal</b>	Deborah Fickling	843-559-6418
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	843-760-2635

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	0	2	30	19

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

NO

This school met 8 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

# PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Good	N/A
2003	Below Average	Below Average	No
2004	Below Average	Good	No
2005	Below Average	Unsatisfactory	No

# DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

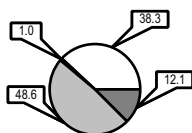
# PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

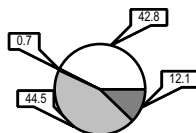
97.3%

# PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

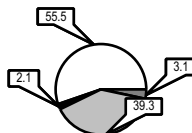
## English/Language Arts



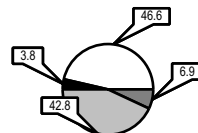
## Mathematics



## Science

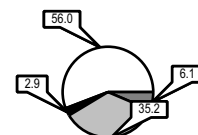
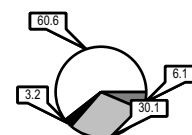
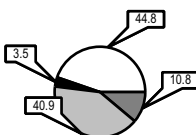
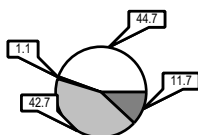


## Social Studies



## Our School

## Middle Schools with Students like Ours



## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	314	99.7	38.3	48.6	12.1	1.0	25.2	No	Yes
<b>Gender</b>									
Male	149	100.0	46.8	41.8	9.9	1.4	21.3		
Female	165	99.4	30.2	55.0	14.1	0.7	28.9		
<b>Racial/Ethnic Group</b>									
White	29	100.0	30.8	42.3	26.9	0.0	42.3	I/S	I/S
African American	252	99.6	38.2	50.4	10.1	1.3	23.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	31	100.0	48.0	40.0	12.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	266	100.0	34.1	50.8	13.8	1.2	28.0		
Disabled	48	97.9	61.4	36.4	2.3	0.0	9.1	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	314	99.7	38.3	48.6	12.1	1.0	25.2		
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	307	99.7	38.1	48.6	12.2	1.0	25.2		
<b>Socio-Economic Status</b>									
Subsidized meals	256	99.6	37.4	49.8	11.9	0.8	24.3	No	Yes
Full-pay meals	54	100.0	42.6	42.6	12.8	2.1	29.8		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	314	100.0	42.8	44.5	12.1	0.7	24.1	No	Yes
<b>Gender</b>									
Male	149	100.0	46.1	41.8	11.3	0.7	24.8		
Female	165	100.0	39.6	47.0	12.8	0.7	23.5		
<b>Racial/Ethnic Group</b>									
White	29	100.0	38.5	46.2	11.5	3.8	23.1	I/S	I/S
African American	252	100.0	43.7	44.1	11.8	0.4	23.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	31	100.0	40.0	48.0	12.0	0.0	32.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	266	100.0	39.4	45.9	14.2	0.4	26.8		
Disabled	48	100.0	61.4	36.4	0.0	2.3	9.1	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	314	100.0	42.8	44.5	12.1	0.7	24.1		
<b>English Proficiency</b>									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	307	100.0	43.4	43.7	12.2	0.7	24.1		
<b>Socio-Economic Status</b>									
Subsidized meals	256	100.0	42.8	44.9	11.9	0.4	24.7	No	Yes
Full-pay meals	54	100.0	42.6	42.6	12.8	2.1	21.3		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	314	100.0	55.5	39.3	3.1	2.1	5.2
<b>Gender</b>							
Male	149	100.0	54.6	38.3	4.3	2.8	7.1
Female	165	100.0	56.4	40.3	2.0	1.3	3.4
<b>Racial/Ethnic Group</b>							
White	29	100.0	46.2	42.3	7.7	3.8	11.5
African American	252	100.0	55.5	39.9	2.9	1.7	4.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	31	100.0	64.0	32.0	0.0	4.0	4.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	266	100.0	50.8	43.9	3.7	1.6	5.3
Disabled	48	100.0	81.8	13.6	0.0	4.5	4.5
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	314	100.0	55.5	39.3	3.1	2.1	5.2
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	307	100.0	54.9	39.9	3.1	2.1	5.2
<b>Socio-Economic Status</b>							
Subsidized meals	256	100.0	57.2	39.5	1.6	1.6	3.3
Full-pay meals	54	100.0	46.8	38.3	10.6	4.3	14.9

<b>Social Studies</b>							
All Students	314	100.0	46.6	42.8	6.9	3.8	10.7
<b>Gender</b>							
Male	149	100.0	47.5	41.8	5.7	5.0	10.6
Female	165	100.0	45.6	43.6	8.1	2.7	10.7
<b>Racial/Ethnic Group</b>							
White	29	100.0	42.3	38.5	15.4	3.8	19.2
African American	252	100.0	46.6	44.1	5.9	3.4	9.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	31	100.0	52.0	36.0	4.0	8.0	12.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	266	100.0	41.5	47.2	8.1	3.3	11.4
Disabled	48	100.0	75.0	18.2	0.0	6.8	6.8
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	314	100.0	46.6	42.8	6.9	3.8	10.7
<b>English Proficiency</b>							
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	307	100.0	46.5	42.7	7.0	3.8	10.8
<b>Socio-Economic Status</b>							
Subsidized meals	256	100.0	46.9	43.2	7.0	2.9	9.9
Full-pay meals	54	100.0	44.7	40.4	6.4	8.5	14.9

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	100	100.0	42.3	43.3	13.4	1.0	14.4
	7	99	100.0	28.0	60.2	10.8	1.1	11.8
	8	119	99.2	36.4	53.6	9.1	0.9	10.0
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	93	100.0	57.0	38.4	4.7	0.0	4.7
	7	117	99.2	31.5	58.3	10.2	0.0	10.2
	8	104	100.0	29.2	46.9	20.8	3.1	24.0
<b>Mathematics</b>								
<b>2004</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	100	100.0	28.9	42.3	18.6	10.3	28.9
	7	99	100.0	35.5	43.0	16.1	5.4	21.5
	8	119	99.2	40.0	52.7	6.4	0.9	7.3
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	93	100.0	37.2	52.3	9.3	1.2	10.5
	7	117	100.0	50.0	33.3	15.7	0.9	16.7
	8	104	100.0	39.6	50.0	10.4	0.0	10.4
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	93	100.0	68.6	29.1	0.0	2.3	2.3
	7	117	100.0	48.1	43.5	4.6	3.7	8.3
	8	104	100.0	52.1	43.8	4.2	0.0	4.2
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	93	100.0	57.0	37.2	3.5	2.3	5.8
	7	117	100.0	48.1	43.5	4.6	3.7	8.3
	8	104	100.0	35.4	46.9	12.5	5.2	17.7

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 316)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	12.5%	Up from 11.2%	8.0%	15.5%
Retention rate	9.0%	Up from 2.5%	4.8%	3.0%
Attendance rate	94.0%	No change	95.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.4%	Down from 10.1%	7.5%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.6%	Down from 10.1%	7.2%	4.6%
Eligible for gifted and talented	8.7%	Up from 7.7%	7.6%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.3%	Down from 16.0%	15.3%	13.6%
Older than usual for grade	12.0%	Up from 11.4%	7.3%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	6.0%	Down from 8.8%	1.2%	0.8%
Annual dropout rate	0.5%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 23)</b>				
Teachers with advanced degrees	39.1%	Down from 47.8%	50.0%	51.8%
Continuing contract teachers	52.2%	Down from 78.3%	69.0%	78.1%
Highly qualified teachers	89.5%	Up from 84.6%	89.6%	89.6%
Teachers with emergency or provisional certificates	23.5%	Down from 27.3%	9.0%	6.0%
Teachers returning from previous year	75.9%	Down from 80.6%	78.4%	85.4%
Teacher attendance rate	97.1%	Up from 95.0%	94.7%	94.9%
Average teacher salary	\$38,179	Down 6.4%	\$40,047	\$41,328
Prof. development days/teacher	21.5 days	Up from 20.8 days	10.7 days	11.5 days
<b>School</b>				
Principal's years at school	18.0	Up from 16.0	3.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.9 to 1	18.6 to 1	21.3 to 1
Prime instructional time	89.1%	Up from 87.4%	87.6%	89.3%
Dollars spent per pupil*	\$7,050	Down 2.6%	\$7,047	\$6,022
Percent of expenditures for teacher salaries*	66.1%	Up from 62.1%	58.9%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	93.2%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Haut Gap Middle School has continued to focus on the "Magic of Success" through the Accelerated Schools Program and the Charleston Plan for Excellence. The school received the Palmetto Silver Award for its improvement on PACT during the 2003-2004 school year. Through the Accelerated Schools model, we have increased teacher leadership skills and increased the use of powerful learning strategies and activities in the classroom.

Haut Gap Middle School serves 315 students in grades 6 through 8 from the rural areas of Johns and Wadmalaw Islands and the resort islands of Kiawah and Seabrook. The ethnic population of the school is approximately 79% African American, 13% Caucasian, and 8% Hispanic and other groups. Over 82% of the students participate in the free and reduced lunch program. A review of PACT data for the 2003-2004 school year shows a positive trend in math scores overall, with the greatest gain in the movement from Below Basic to Basic or above on grade 7 and on grade 8 from Basic to Proficient and Advanced. ELA scores demonstrate positive results from the emphasis on reading and writing across the curriculum with staff development focused on improving instructional strategies in these areas. In ELA 6th graders showed some decline with fewer students moving into Basic (53.8) while gaining in Proficient and Advanced categories. Seventh graders showed gains in the numbers of students scoring Basic or higher, with fewer demonstrating deficiencies (28.9%). Results for the 8th grade below standard remained consistent at 46.2%; however, there was significant growth in Proficient and Advanced. Results for students served by IEP's indicate that mainstream students continue to make greater gains than their peers. AYP data showed marked improvement, with the school achieving 16 of 17 targeted areas. Attendance was the weakest component, especially for Hispanics and whites. Through our work with the Accelerated Schools model and the Positive Behavior Support System, we will continue to focus on enriching teaching strategies and improving student learning activities.

Currently, to meet the needs and concerns of the school population, Haut Gap Middle School participates in the Foundation for Excellent Schools, Communities in Schools, Gear-Up, and offers an after-school center. These programs provide for additional assistance for students and focus on improving student performance in math and reading through a variety of instructional approaches.

As we move forward under the Magic of Excellence, we are proud to note that our students were winners in the Lt. Governor's Writing Contest, Junior Scholars Program, and Optimist Oratorical Competition. Our students have continued to be successful in competitions and to be involved in motivating and career-orientated activities such as AIM, FES, and Groundhog Shadowing Day. We have continued our recognition as a Community of Readers Award Winner and have been identified as a Healthy School Community by the State Department of Education. We want to continue through the world of academics and technology to Motivate, Achieve, Give, and Care-The Magic of Excellence.

Byron Johnson, SIC  
 Roberta M. Frasier, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	18	90	81
Percent satisfied with learning environment	88.9%	47.7%	60.0%
Percent satisfied with social and physical environment	88.9%	56.8%	63.6%
Percent satisfied with school-home relations	50.0%	67.8%	56.3%

\*Only students at the highest middle school grade level at this school and their parents were included.